

Defeating Darwinism

Hopefully, you are starting to get a handle on how to summarize bigger pieces of information down into more general ideas. Continue to keep the skill of summarizing at the forefront of your mind as we begin to tackle the task of outlining.

Outlining looks different than just summarizing. In Chapter 1, we summarized using a simple outline technique. When we study Chapter 5, we will look in depth into the process of outlining.

As you work through Chapter 4, pay attention to how the outline is broken down, and make a list of any questions you have.

Chapter 4

A Real Education in Evolution

Vocabulary

micro-evolution –

macro-evolution –

common design –

People

Niles Eldredge –

Tim Berra –

Francis Crick –

Outline

1. There are many instances where educators are, by force or by will, indoctrinating students. This has led to a number of issues in education, and teachers and scientists may want to reconsider this practice for a number of reason which will be shown throughout the chapter.

- a. In 1987, _____

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- b. When students question evolutionary teachings, _____

- c. This is damaging to the scientific community because it create a number of bad practices.
 - i. Scientists are tempted to protect _____

 - ii. These bad habits will _____

 - iii. Eventually, they will lose _____

- 2. We can incorporate critical thinking into the study of evolutionary biology by employing these concepts and skills.
 - a. Learn to distinguish between what scientists assume and what they investigate.
 - i. Because scientists start by assuming naturalism is true, _____

 - ii. There is no better naturalistic alternative, therefore students should regard the theory of evolution as _____

 - iii. Scientists must insist evolution is fact, because _____

 - b. Learn to use terms precisely and consistently.
 - i. The term evolution has many meaning, such as _____

 - ii. We must understand important terms and their meanings, such as micro-evolution and macro-evolution. _____

 - iii. These terms are sometimes misrepresented, such as when _____

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- c. Keep your eye on the mechanism of evolution; it's the all-important thing. The 'mechanism' is the _____ and the entire hope of the theory of evolution currently rests on the mechanism being 'natural selection.'
 - i. It is important to understand what the mechanism is because _____
 - ii. The mechanism, whatever it may be, is responsible for _____
 - iii. We have evidence for _____
 - iv. If the mechanism is a mysterious process, then _____
- d. Learn the difference between testing a theory against the evidence and using selected bits of evidence to support the theory. There are many instances of the later, for a number of reasons.
 - i. The fossil record is a good example of this because _____
 - 1. In the Cambrian Era, _____
 - 2. With marine invertebrates, _____
 - ii. Niles Eldredge can be summarized as saying _____
 - iii. There are immense pressures to find evidence of evolution in the fossil record because _____
- e. Learn the difference between intelligent and unintelligent causes.
 - i. Often scientists use examples of intelligent 'evolution' and design to shed light on what the theory of evolution is like. Tim Berra wrote a book in which he describes _____

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ii. Scientists also confuse artificial selection with natural selection. Francis Crick argued that _____

1. These examples show _____

3. We can apply critical thinking to Christianity and creation and there are some very beneficial areas that could be explored by doing so.

a. The problem of suffering. The idea of 'suffering' is a problem because _____

It is important that people studying scripture understand that _____

b. The problem of faith. Faith is not something only religious people have. It is, instead, _____

i. Darwinists display great amounts of faith _____

ii. We can feel confident putting our faith in _____

4. In this new millennium, there is much to be excited about because _____

However, if our generation is told that everything has already been _____

Since there are problems with the theory of creation and the theory of evolution, we should instead _____
